

GRADE 8 HUMANITIES
STUDENT VERSION

2013-2014

EVIDENCE



www.crimescene.com/store/index.php?main_page

List of contents

Introduction

Section 1: Types of Evidence

Section 2: Analyzing Literature

Section 3/4: Novel Study: Blood on The River **Historical Connection: Colonization**

Created by Fay Leong and Susannah Muench

Shanghai American School, Pudong

August 14, 2007

Updated August 2012 (Shannon Brown, Jordan Small, Jonathan Chambers, Angela Nall, Ryan Kulikowski, Lorna Parker, Loren Digges, Tracy Wisniewski, Karisti Cormier)

INTRODUCTION

This unit will explore the following general ideas or concepts.

KEY CONCEPTS

- evidence
- bias
- motive
- perception
- fact
- opinion

KEY TERMS

- artifact
- analyze
- investigate
- source

SECTION 1: Types of Evidence

Our aims

You will:

- Understand the definitions of primary and secondary evidence.
- Develop the skill of analyzing evidence.
- Develop an understanding of how context impacts analysis.

What is a primary source?

What is a secondary source?



Source: Library and Archives Canada: Defining primary and secondary sources. Retrieved August 16.
www.collectionscanada.ca/.../008-3010-e.html

Categorizing

Task

Your teacher will divide you into groups.

- Look at the pieces of evidence provided in the classroom.
- Decide which one is primary and which one is secondary.
- Write your responses in the space provided, and include your explanation

Source	Type	Explanation

Source	Type	Explanation

Source	Type	Explanation

Source	Type	Explanation

Source	Type	Explanation

Analyzing Sources

(Adapted from: *The Learning Page*. The Library of Congress. Last updated 09/26/2002 Retrieved 13/08/2007. <http://lcweb2.loc.gov/learn/lessons/psources/>)

When analyzing any source, we have to consider the type of source it is. Different sources, whether primary or secondary, were created for different reasons.

Published Documents:

- Are created for a large audience.
- Examples are books, magazines, newspapers, government documents, non-government reports, literature, advertisements, maps, pamphlets, posters, laws.

Unpublished documents (these are private and 'owned' by an individual, group or community.)

- Examples are journals, wills, diaries, personal letters, department reports, classified documents.

The process of analysis

When examining any document, remember the following:

- Every document has a creator and every creator has a point of view. He or she has blind spots and biases.. This affects his or her writing.
- Never assume that any document is truthful, accurate or reliable.
- Always attempt to identify the purpose, the writer and the time period. Ask, "In whose interest?"

Activity

Reflection on Primary and Secondary Sources

Review the sources that you analyzed in the previous lesson and answer the following questions:

1. Re-read Christopher Columbus's quote. What does this quote show about his perspective and point of view of Native Americans? What does it show about what Columbus thought his purpose was?
2. Now read the following quote written by Bartolome de las Casas, a young priest who was with Columbus during the conquest of Cuba.

"Our work was to exasperate, ravage, kill, mangle and destroy; small wonder, then, if they tried to kill one of us now and then....mountains are stripped from top to bottom to top a thousand times; they dig, split rocks, move stones and carry dirt on their backs....bent so constantly it breaks them;the newly born, they died early because their mothers, overworked and famished, had no milk to nurse them, 7000 children died in three months. Some mothers even drowned their babies from sheer desperation.....husbands died in the mines, wives died at work, and children died from lack of milk.....and in a short time this land which was so great and powerful land fertilewas depopulated..."

How is this different than the previous source? What does las Casas say Columbus and the other Spaniards were doing? What is his perspective on the Native Americans in Cuba?

3. These two quotes are both _____ sources but show very different perspectives. How should a historian decide what to do with these accounts? Is one more reliable than the other? Explain your point of view.
4. Now read the excerpt, "The First Americans." This is an excerpt from a history book. Is this a secondary or primary source? What does it say was the Native American experience of colonization? What were the major effects and consequences to Native Americans? What perspective or point of view do you think this piece has? Do you agree with this piece? Why or why not?

- (11) _____ Columbus says in his letter that the island of Española has ideal conditions for raising crops and animals.
- (12) _____ Española is described as having good harbors, many rivers, spices, and gold.
- (13) _____ The Indians killed many of the Spanish crewmen before surrendering their island.
- (14) _____ Columbus said that the Spanish might be able to convert the Indians to Christianity and use them to serve Spain.
- (15) _____ The Indians thought Columbus and his crew came from heaven.

D. On my reaching the Indies, I took by force, in the first island that I discovered, some of these natives, that they might learn our language and give me information in regard to what existed in those parts. . . . They are still with me, and from repeated conversations that I have had with them, I find that they still believe that I come from heaven. And they were the first to say this wherever I went, and the others ran from house to house and to the neighbouring villages, crying with a loud voice: "Come, come, and see the people from heaven!" . . . I have not found in those islands any monsters, as many imagined; but, on the contrary, the whole race is very well-formed, nor are they black, as in Guinea, but their hair is flowing, for they do not dwell in that part where the force of the sun's rays is too powerful. It is true that the sun has very great power there, for the country is distant only twenty-six degrees from the equinoctial line. In the islands where there are high mountains, the cold this winter was very great. . . . As to savages, I did not hear of any, except at an island which lies the second in one's way in coming to the Indies [Dominica]. It is inhabited by a race which is regarded throughout these islands as extremely ferocious, and eaters of human flesh. . . . They are no worse formed than the rest, except that they are in the habit of wearing their hair long like women, and use bows and arrows made of reed with a small stick at the end, for want of iron, which they do not possess.

- (16) _____ Columbus believed he had reached the part of the world known as "the Indies."
- (17) _____ The islands were said to be located a great distance from the equator.
- (18) _____ The people who lived on the island of Dominica were "eaters of human flesh."
- (19) _____ The inhabitants of the islands used guns to hunt and wage war.
- (20) _____ The Indians worked the land with tools made of iron.

E. Finally, and speaking only of what has taken place in this voyage, which has been hasty, their Highnesses may see that I shall give them all the gold they require, if they will give me but a very little assistance; spices also, and cotton, as much as their Highnesses shall command to be shipped; and mastic [resin] hitherto found only in Greece, in the island of Chios, and which the Signoria sells at its own price, as much as their Highnesses shall command to be shipped; . . . slaves, as many of these idolaters as their Highnesses shall command to be shipped. I think also I have found rhubarb and cinnamon, and I shall find a thousand other valuable things by means of the men that I have left behind me. . . .

But our Redeemer hath granted this victory to our illustrious King

Analyzing Artifacts

What is an artifact?

Learning Activity

In this activity, each student will bring in 1 *artifact* that has cultural significance.

Each student will analyze their artifact.

The process you will follow (i.e. The questions you will answer), will be the same questions you will ask yourself every time you have to analyze an artifact.

Steps:

- *Your teacher will model the analysis for you.*
- *Students will complete an analysis of the object.*
- ***Each individual will fill in his or her own sheet*** on the basis of group discussion.
- *The class will have a discussion of outcomes.*
- *Student sheets need to be checked for presentation and content.*



New Zealand artifacts, The National Library
(<https://www.natlib.govt.nz/images/sitestory/artifacts.jpg>)

Analysis of an artifact:

What is the artifact?	
What type of object is it (painting, tool, toy, clothing)?	
What color is it?	
What is its shape and size?	
What is it made of?	
How was it produced?	
The maker or designer of the artifact	
What knowledge or experience did the maker have?	
What was the occasion?	
When and where was it made?	
What events or conditions might have affected it over time?	
What is the purpose of the artifact?	
Why was the artifact made? Was it for a special event?	
Who would benefit or be harmed by the artifact?	
How was the artifact actually used?	
Audience	
Who were the intended users?	

Adapted from Artifact Analysis: Artifact Study. Smithsonian Center for Education and Teaching Studies. Retrieved 08/13/2007. <http://www.smithsonianeducation.org/idealabs/ap/index.htm>

SAS
Aug 16, '11, 9:15 AM
Deleted: SECTION 2: The
Historical Record¶ Limits...

SAS
Aug 16, '11, 9:16 AM
Deleted: ¶ ¶

SAS
Aug 16, '11, 9:25 AM
Deleted: 3

11

SECTION 2: Analyzing Literature

The Six Traits of Writing should be considered whenever a piece of writing is started.

The Six Traits are:

Ideas

Organization

Word Choice

Sentence Fluency

Voice

Conventions

Elements of Literature: Review

Plot

Setting

Theme

Character Development

Analyzing text

Excerpt from: Carbone, Elisa. Blood on the River: James Town 1607. New York: Viking, 2006.

P. 2

London, England, October 1606

My feet slap, bare and cold, on the cobblestones. I'm breathing hard from running. I turn the corner—the street is dark, empty. This is my chance. I find the right door under the sign with three gold balls. I've carried a rock with me. I slam the rock down hard on the padlock, pounding until it breaks free. Inside the pawnshop it is quiet and musty. It smells of old wood and candle wax.

There is the locket, displayed on a piece of beaver felt. I close my fingers around the cool, smooth silver. I haven't touched it since the day she died.

Class discussion

Every time we analyze a piece of literature, we have to follow a process, just as we have to follow a process when we analyze historical sources. As we did earlier, we ask the same types of questions each time. These questions will fall under the following four categories:

- **setting**
- **point of view**
- **tone (the atmosphere created by the text)**
- **devices used by the author**
- **bias**

Devices are a literary term used by writers to communicate their stories. We will learn how to recognize, analyze, and apply them in our own writing.

TASK

Answer the following questions in response to the journal extract.

You have to support your answers with evidence. When analyzing literature, evidence consists of words and/or phrases from the text that support your point of view.

Write your answers in the spaces provided. This will be the draft for the formal piece.

1. Where is the story set? What does this excerpt tell us about the protagonist's environment?

Select or paraphrase words or phrases that support your answer.

2. Is the story set in the 1st or 3rd person. What does the extract tell us about the protagonist?

Identify 2 or 3 key points.

3. What is the 'tone' of this extract? Identify one or two words that describe the 'tone' and explain why you chose them.

Writing task

Skills:

- paragraph writing
- choice and analysis of quotes as evidence within an expository paragraph

Using the information from the class discussion and your draft, complete your answers to the questions in paragraph format.

Your analysis should meet the following criteria:

Required skills:

- a thesis or topic sentence
- two specific quotes (a word or a phrase) to support your key point
- two explanations why that quote is important or significant and supports your key point

Required organization and presentation:

- a topic sentence
- clear supporting detail for the topic sentence
- a logical sequence of ideas
- a concluding sentence

Brainstorming



Create a mind map with your two quotes and reasons those quotes are important (how they can support your key points).

Use the template below to plan out your paragraph.

Paragraph

Introduce the thesis. (This is the topic sentence.)

Choose a quote that helps you support your key point. (You may also paraphrase.)

Explain why this quote provides evidence to support your key point.

Choose a second quote that helps you support your key point. (You may also paraphrase.)

Explain why this quote provides evidence to support your key point.

Write a concluding sentence that ‘closes’ or ‘ties up’ the topic and leaves the reader thinking.

Focus on organization: look at the rough draft you wrote for your setting paragraph and rate yourself on the following.

1. How does the paragraph begin? Is there an introduction? Is there a topic sentence? Write it here and highlight it in yellow on the paper.

2. Are things explained in order? Does the paragraph make sense?

3. Does the paragraph end with a conclusion? Write it here and highlight it in yellow on the paper.

Now look at the required skills for this paragraph.

4. Does everything link to the message? Are there at least two specific quotes (a word or a phrase) to support the key point? Write each quote here and highlight each quote in pink on the paper.

a.

b.

5. Is the importance or significance of the quote explained? Write the explanation here and highlight it green on the paper.

a.

b.

6. Do the quotes fully explain the key point? Write how the quote was expanded upon and highlight in blue on the paper.

a.

b.

7. Does the paragraph have strong verbs (i.e. shows, demonstrates, implies)? Circle those words and list them below.

SAS
Aug 16, '11, 9:24 AM
Deleted: 4

SAS
Aug 16, '11, 9:24 AM
Deleted: 5

Section 3/4:

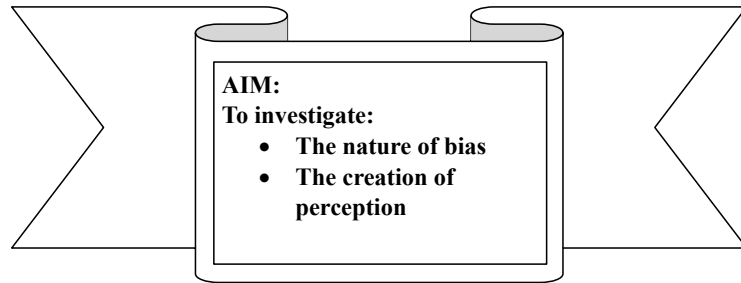
Novel Study: *Blood on the River* and Historical Background: **Colonization**

The Era of Colonization Video Questions

Video Source: United States History Origin to 2000- The Era of Colonization, Vol. 2 Schlessinger Media, 2003.

1. Which group first colonized the North and South American coasts?
2. What were some of the resources that North America had that made European countries want to colonize it?
3. After Spain, what colony set up colonies in North America?
4. What were some of the effects of colonization on the Native Americans' land?
5. When did England start to colonize the "New World"?
6. What were some of the hardships suffered at Jamestown? How did they survive?
7. What did the colonists at Jamestown discover they could grow? How did this change things for the colonists? How did it change things for the Native Americans?
8. "Gold, gospel and glory" represented the _____ for why colonists moved to America.
9. What is a pilgrim?

10. Puritans were a religious group who wanted to create a new society based on what types of principles?
11. Why could no one live alone in a Puritan society?
12. How were woman viewed in a Puritan society? What were their roles?
13. How were children treated in a Puritan society?
14. How did Puritans view other Christians?
15. Who was Anne Hutchinson? What did she do? What happened to her?
16. As more colonists came, what happened to Native American's land? What started to increase between Colonists and Native Americans?
17. The Indian Wars was happening at the same time as a _____ in England.
18. What were Proprietary colonies?
19. How were the Quakers different than the Puritans?



Case Study 1: *America – Found and Lost* **A cross-curricular exploration**

Source: <http://ngm.nationalgeographic.com/ngm/0705/feature1/>

Read the article “America: Found and Lost.”

Activity 1

The table below identifies a modified form of the Cornell note-taking method. Use it to identify the key points in the article.

Key topics and dates	Your notes <i>Outline of important facts about the key words and the dates – use point/bullet form.</i>

Key topics and dates	Your notes <i>Outline of important facts about the key words and the dates – use point/bullet form.</i>
<u>REVIEW (Sum up the key points you've learned.)</u>	

Activity 2

Identify 1 impact of human settlement on the Chesapeake area. Use the information in the article to write a paragraph that explains what the impact is and how it was created.

In Class Activity- Historical Connection

The Settlement at Jamestown



http://www.williamsburgprivatetours.com/images/jamestown_fort.jpg

Go to the website <http://www.apva.org/history/index.html>

Make a Who, What, Where, When, Why chart or web for the settlement at Jamestown.

- Who financed it?
- What was Jamestown?
- Where did they build the settlement?
- When?
- Why?



Blood on the River: Chapter Questions 1-3

Questions and activities adapted from Guide created by Jan Jones
<http://www.elisacarbone.com/educators/BloodRiverStudyGuide.html>

Chapter One

1. Discuss the prophecy that begins the chapter. What is a prophecy? Do you think the prophecy will turn out to be accurate?
2. Why is the locket so important to the boy?
3. What is the setting of the novel?

Chapter Two

1. Each chapter opens with a quotation from a primary source. Discuss the value of primary sources in learning about history. Discuss the fact that journals are written from the perspective of individuals. How might another person write something different about the same event? Do you think journals and diaries are important for people to keep today?
2. In this chapter Reverend Hunt speaks about making decisions based on love, not on anger. Anger is a problem for Samuel. He is angry "with the world." What do you know about him so far that would explain why he is so angry? Can someone so angry follow Reverend Hunt's message to "make decisions based on love when there is no one left to love?" (p. 7)

Chapter Three

1. On page 17, Samuel reveals his philosophy: "Trust no one." What circumstances led him to have that philosophy? Why would that philosophy be important in the poorhouse, on the streets, or in an orphanage? What kind of tone does this set for the start of the novel?
2. Reread the last paragraph on page 18. How do you think "power" can be more damaging than fists? Give one example of how this is true to your life.

Blood on the River: Chapter Questions 4-9

Chapters Four and Five

1. Look at the quote at the beginning of Chapter Five- what does this show about the views that some English hold about Native Americans?
2. The boys hear the sailors telling stories about the Indians they expect to encounter in the New World. How does this affect the boys' point of view or bias towards Native Americans?
3. Now look at the quote by Captain Newport, "We are not Spanish barbarians. We will not slaughter these people.....unless they attack first" (p 32). How is this different than the first quote? Why do you think Captain Newport says this?

Chapter Six

1. The story of the whale is used by John Smith as a metaphor concerning Master Wingfield. Should there be "bigger fish" in the sea of people?

2. How do the students feel about discriminating between “lower born” and “higher class” people? Should people be treated as equal to one another? Do students think that distinctions like “lower born” and “higher class” still exist in our society today?

Chapters Seven and Eight

1. A major theme in the novel is presented on page 58 when Captain Smith says, “Don’t let your anger get the best of you, Samuel. . . . Learn to channel it, and it will become your strength rather than your weakness.” How have you experienced this in your own life? Write a response about a time when you were angry about something but instead reacting, channeled your anger to help you overcome a situation. (200 words)

In class activity:

1. Create a character web of Samuel that describes his characteristics and shows the changes in him from the beginning of the book to chapter 10.

Chapter Nine

1. On pages 71 and 72, the colonists trade glass beads and copper for food. Discuss how different people’s perspective—their worldview, shaped by their upbringing, culture, etc.—affects the value of different things to them. How does where we come from and who we are affect the value we place on things and/or people and relationships?

Blood on the River: Chapter Questions 10-13

Chapters Ten and Eleven

1. Why do you think the Indians attacked the colonists at this time? Are the colonists invading the Powhatans’ land? What effect did the Indians’ raid have on the colonists? Create a Cause and Effect chart for the Indians’ attack.

Chapter Twelve

1. Captain Smith recommends that Samuel learn the Algonquian language. He explains that, “I want you to learn these words. They will be better protection than any weapon.” (p. 89) Explain how it is that words for communication can be better protection than weapons.
2. Reverend Hunt continues to implore Samuel to use his heart in making decisions. On page 96, he advises Samuel that if he makes a choice out of love, then it will be the right choice. What is the choice that Samuel has to make? How can his decision be made out of love?
3. What would you do in Samuel’s predicament?

Chapter Thirteen

1. It turns out that not all of the Powhatan Indian tribes were involved in the large-scale attack that occurred in chapter ten. Some of the tribes were friendly to the colonists, and others were hostile. Why do you think some Native Americans be friendly? Why would some be hostile? Which side would you choose as a Native American, why?

Blood on the River: Chapter Questions 14-17

Chapter Fourteen

1. Discuss attributes that make John Smith a good leader. Discuss his negative characteristics as well. List two other “leaders” you know and write two good/bad attributes for each.
2. Buildings at Jamestown:

What does the information below tell about the natural resources that could be found at Jamestown? What do the types of dwellings tell you about their society and values?

“Daub and wattle are building materials used in constructing houses. A woven latticework of wooden stakes called wattles is daubed with a mixture of mud and clay, animal dung and straw to create a structure. It is normally whitewashed to increase its resistance to rain. Examples of buildings which use wattle and daub can still be found in many parts of the world. In half-timbered buildings, the wattle and daub is contained between wooden beams. This usually gives the building a black and white appearance when the daub is whitewashed, or black and brown if it is not.”



Wikipedia, *The Free Encyclopedia*, “Wattle and daub,” http://en.wikipedia.org/wiki/wattle_and_daub (accessed February 26, 2006).

“Inside the triangular wooden palisade of James Fort, wattle-and-daub structures topped with thatched roofs depict dwellings and a church, guardhouse, storehouse and governor’s house during the period 1610–1614.”

From:

Jamestown Settlement and Yorktown Victory Center, “James Fort,” <http://www.historyisfun.org/jamestown/jamestownfort.cfm> (accessed February 26, 2006).

Chapters Fifteen and Sixteen

1. At the end of chapter fifteen, Samuel can no longer contain his anger. Do you think Samuel was right or wrong to throw the rock at Master Archer? How did you feel when he hurled the rock?

Chapter Seventeen

1. In this chapter the boys meet Pocahontas. Many of the students have probably seen movies about Pocahontas before. Make a list of characteristics of the historical Pocahontas, as depicted in this chapter, taken from the original records: How old is she? What is her real name? How does she wear her hair? What clothing does she wear? What is her relationship to Captain Smith? How does this compare to the fictional Pocahontas of the movies?

Blood on the River: Chapter Questions 18-20

Chapter Eighteen

1. Samuel is shocked to discover that Captain Smith’s brush with death at the hands of the Powhatans was actually just a dramatic ritual. In the Author’s Note, the author explains that historians still debate about whether or not Pocahontas saved Captain Smith’s life, or if the event happened at all (pages 229–230). What is the difference between a historical myth and a historical fact? Can you think of other examples of myths in American history? What does this example demonstrate about history’s ability to change based on newly discovered knowledge?
2. The Powhatans look at Captain Smith as being one of them now. This has caused Chief Powhatan to take care of the colonists because he considers them one of his tribes. Samuel believes this is a good thing but is worried about what the gentlemen will think if they find out that Chief Powhatan is treating them as one of his tribes. Why is Samuel concerned about this?

Chapter Nineteen

1. What do you think of the decree, “He that will not work shall not eat”? What if this was the law in our classroom?
2. Two women arrive in the colony. What year is this? Discuss the pros and cons of having women in the colony.
3. Excited that Namontack now speaks English, Reverend Hunt begins to teach him about Christianity. Namontack then shares information about his faith. Make a Venn diagram comparing the two faiths.

Chapter Twenty

1. Do you think King James was honoring Powhatan by making him a prince, or was he trying to gain power over him?
2. Which place would you rather live, in Namontack’s village or James Town? Discuss the positives and negatives of each.
3. How has Samuel changed his mind about how he feels about the natives? Why has he changed? How have the natives treated him?

Blood on the River: Chapter Questions 21-23**Chapter Twenty-One**

1. Reverend Hunt has another conversation with Samuel about making right decisions. Do you believe it is true that you will always know the right decision when you choose from love? Give examples of how this may or may not be true.

Chapter Twenty-Two

1. Life in the Warraskoyack village is very different from life in James Town, and yet in some ways they are similar. Compare and contrast the different parts of each culture (for example: government, economics, recreation, specialization (jobs), customs, religion, etc.)

Chapter Twenty-Three

1. On p. 189, Samuel understands what Captain Smith meant by “power is like weights in a balance, and when someone gains power someone else loses power.” Ask the students for examples of this in their lives—in their friendships, in the world, etc.
2. After reading chapter 23, return to Chief Powhatan’s words, as quoted at the top of page 186. Discuss the elements of this rich quotation, i.e., taking by force what “you may quickly have by love,” destroying people who provide you with food, wronging your friends, etc.

Blood on the River: Chapter Questions 24-27**Chapter Twenty-Four**

1. When Captain Smith leaves, Samuel recalls another lesson he learned from Reverend Hunt: “When I lose someone, I should not close my heart to everyone, but should find someone else to fill the empty place.” Ask the students if they have ever lost a pet or someone close to them. Could Reverend Hunt’s words help?

Chapter Twenty-Six through the Afterword

1. When the new settlers arrived, what did some of them do to the Indians? How did this cause problems for the whole colony over the next several months? What could the colonists have done differently that might have saved them from the “Starving Time”?

In Class Writing Activity (20 min total)**Choose one of the following persuasive writing exercises:**

- Pretend you are Chief Powhatan. Write a paragraph persuading John Smith to abandon James Town and take the colonists back to England.
- Pretend you are John Smith. Write a paragraph persuading Chief Powhatan to help the colonists survive while you are away seeking medical attention in England.

Culminating Activity: In Class Essay

You will respond one of three questions in an in-class essay. In your response you need to include:

- A thesis with key points
- Quotes to back up their key points
- A conclusion

Your essay should be written in paragraph form and should be approximately 350-450 words. Your teacher will give you the three prompts and a rubric for this assignment.

Blood on the River Assessment

You will be completing an in class essay to show your knowledge of the novel.

Your task is to:

- read through the prompt choices thoroughly to decide which one you will write about in class
- read through the rubric to understand what is expected of you in your response
- bring your Evidence booklet, the rubric, and your copy of *Blood on the River* to class on Friday
- tag quotes in the novel or your booklet that you would like to use, (but you may not bring outlines or drafts of your answer)
- write a one page response to the prompt you choose

You will have the entire class period to prove your knowledge!

Prompt choices:

1. Choose one of the colonists from the novel. Why did this colonist go to America? Was he/she able to achieve his/her goals in the New World? Explain.
2. Analyze Samuel's character development throughout the novel. Consider what he does and says, in addition to what others think of him, in your analysis.
3. Relationships evolved throughout the novel between and among many of the characters. Choose one relationship and examine how the relationship changed over time (ex. Samuel and Richard, Samuel and Captain Smith, the colonists and Samuel, the Native Americans and the colonists).
4. Theme is defined as a "unifying or dominant idea, motif" (www.dictionary.com) or "the underlying meaning that is stated directly or implied" (Scott Foresman *Literature and Integrated Studies*, Grade Eight). Based upon these definitions, what is a theme of the novel? Explain how it is the theme.

Vocabulary List

Word List One:

1. peered
2. courtier
3. befell
4. expedition
5. deserted
6. garrison
7. ruins
8. ominous
9. cryptic

Word List Two: Source One

1. folklore
2. fend
3. treacherous
4. teeming
5. sound
6. estuary

7. dwindling

8. alienate

9. deter

10. prospect

11. impending

12. duress

13. intriguing

14. plausible

15. hoax

16. saga

17. speculate

18. assimilate

Word List Three: Source 3

1. dismantled

2. reasonable

3. slaughtered

NOTES

NOTES

NOTES

NOTES

NOTES